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Spring 2-1-2018

PSYX 378.01: Introduction to Clinical Psychology

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PSYX 378 – Intro to Clinical Psychology Syllabus – Spring 2018

Meeting Location and Times

Health Science, Room 207

Tuesdays & Thursdays 8:00 - 9:20 am

Instruction dates: January 22nd - May 11th

Instructor Information

Instructor: Ari Silverman

Office: Skaggs Building 361

Email: ari.silverman@umontana.edu

Office hours: Tuesdays & Thursdays 9:30-11:00 am (after class), or by appointment

Teaching Philosophy

Equally important to study of psychology is both learning various interpretations of human behavior as well as understanding how to consume this information in an appropriate and critical manner. Students should strive to learn both *what psychologists know* and *how psychologists think*. I hope to accomplish both of these objectives by focusing on scientific, researched-based interpretations of psychological behavior grounded in both theory and data, while at the same time remaining analytical and judicious. This manner of critical thinking promotes further research and helps to advance the field of psychology.

I am a firm believer that students will get out of my class whatever they put into my class. The students who work toward their full potential, are actively engaged in the material, and demonstrate an eagerness to learn will walk away with an incredible wealth of knowledge, having made use of their time and reaped the benefits of their efforts.

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Academic Misconduct

You are expected to adhere to the University’s Student Conduct Code with regard to academic integrity. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the University.

Incompletes

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

Pass/No Pass

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of C-, D, or F. Students need to inform the instructor if they are taking this course as pass/no pass by the end of the third week of class (February 9th).

Communication

I want you all to succeed in this class and will be available both during my office hours as well as via email during the week to answer questions. I will try to respond to your emails within 48 hours.

Course Description

This course investigates clinical psychology as a science and a profession. Theoretical models and techniques of assessment and intervention will be discussed, as will sub-disciplines of the field, including forensic psychology, neuropsychology, and health psychology. Case illustrations will be used to demonstrate relevant issues and applications.

Course Objectives

- To understand what distinguishes clinical psychology from other mental health professions
- To comprehend the integration of science and practice in clinical psychology, including how clinical research is conducted
- To be knowledgeable about ethical standards for clinical practice, and how to create a culturally competent practice
- To understand the differences between treatment approaches and theoretical orientations in clinical psychology
- To distinguish between various aspects of clinical psychological practice, and understand the complexities of various subfields

- To be able to think critically about current controversies and major issues in the field

Course Evaluation

The grading scale for this course is based on a 10-point system using plus/minus grades (93-100 is an A, 90-92% is an A-, 87-89% is a B+, etc.). Your grade in this course will be computed from **two in-class exams and one final exam**, and participation in the form of **in-class activities**.

Exams

No exams will be given before the scheduled date, and there will be no make-up exams except in the event of an *emergency* (with a note documenting the emergency) or *required university-sanctioned activity*. No cell phones or other electronic devices can be out during exams; if I see them, you will receive a 0. Materials from both class **and** required readings may be on your exams.

The exams will be composed of multiple choice and short answer essay questions. The first exam will cover chapters 1-6. The second exam will cover chapters 7-12 as well as some larger themes from the first six chapters. The final exam will primarily entail material covered for the remainder of class, but may include information from the entire course. Bring a clean **Psychology Scantron** (available in the bookstore, Think Tank, and other venues on campus) **and a #2 pencil to tests and exams**. The in-class exams are worth 100 points and the final exam is worth 125 points.

In-Class Activities

There will be 12ish in-class activities throughout the semester to encourage attendance and participation and to help students interact with the course material in a more hands-on manner. These will occur randomly throughout the semester, and will be worth 10 points each. Your top 10 activity grades will be counted, for a total of 100 points towards your course grade. Make-ups will be allowed only if you have a university-excused absence and proper documentation

Grading

Points toward your final course grade will be counted as follows:

Exam 1: 100 points

Exam 2: 100 points

Final Exam: 125 points

In-Class Activities (10): 100 points

Total: 425 points

Course Expectations

Students are expected to come to class prepared, meaning that you have done the readings, you are mentally and physically present, and you are ready to engage in class discussion. I want to see you succeed, but to accomplish this we need a mutual collaboration of effort and enthusiasm.

The content of this course may connect to your life in deeply personal ways. Various content often evokes different emotional responses in each individual, and it is impossible to determine who will be affected by what. For this reason, I will not warn students about potentially evoking or triggering material. If necessary, it is fine to excuse yourself from a portion of class if you become upset or if a particular topic hits too close to home. If students desire extra counseling or someone to talk to, the Curry Health Center provides counseling services to students (406-243-2122).

Required Materials

Pomerantz, A. M. (2014). *Clinical Psychology: Science, Practice, and Culture (Third Edition, DSM-5 Update)*. Thousand Oaks, CA: Sage Publications. ISBN: 9781483345048.

OR

Pomerantz, A. M. (2017). *Clinical Psychology: Science, Practice, and Culture (Fourth Edition)*. Thousand Oaks, CA: Sage Publications. ISBN: 9781506333748.

There will be additional readings assigned throughout the semester. These will be available in electronic format on the course website in advance of their due date.

Course Schedule

Date	Topics	Reading & Assignments
1/23	Introduction	Syllabus
1/25	Definition and History	Ch. 1 & 2
1/30	Training & Applying to Graduate School	Ch. 1 & 2
2/1	Controversies	Ch. 3
2/6	Controversies	Linda & McGrath (2017)
2/8	Cultural Issues	Ch. 4
2/13	Ethics	Ch. 5
2/15	Ethics	Fink & Risen (2017)
2/20	Research	Ch. 6
2/22	***EXAM 1 (Chapters 1-6)***	Exam Day
2/27	Diagnosis & Classification Issues	Ch. 7
3/1	Clinical Interviewing	Ch. 8

Date	Topics	Reading & Assignments
3/6	Intellectual & Neuropsychological Assessment	Ch. 9
3/8	Personality Assessment	Ch. 10
3/13	Psychotherapy	Ch. 11
3/15	Psychodynamic Psychotherapy	Ch. 12
3/20	Humanistic Psychotherapy	Ch. 13
3/22	***EXAM 2 (Chapters 7-12)***	Exam Day
<i>3/27 & 3/29</i>	<i>No Class - Spring Break</i>	
4/3	Humanistic Psychotherapy	TBA
4/5	Behavior Therapy	Ch. 14
4/10	Behavior Therapy	TBA
4/12	Cognitive & Mindfulness Based Therapy	Ch. 15
4/17	Cognitive & Mindfulness Based Therapy	TBA
4/19	Dialectical Behavioral Therapy	What is DBT?
4/24	Health Psychology	Ch. 18
4/26	Forensic Psychology	McLelland (2017)
5/1	Inpatient Treatment	Montross (2015), Rosenhan (1973)
5/3	Neuropsychology	TBA
Monday May 7th	***EXAM DAY***	FINAL EXAM 8:00am-10:00am

*Note: this syllabus is subject to change at the professor's digression.